

## How Stages Correlates with CPS<sup>1</sup> Standards

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### Grade 3 Reading State Goals and Related CAS<sup>2</sup>

#### STATE GOAL 1:

READ WITH UNDERSTANDING AND FLUENCY.

**CAS A.** - Use a wide variety of strategic reading behaviors to comprehend the literal and non-literal meaning of text to be informed, to perform a task, and for literary experience.

**CAS B.** - Use a wide variety of word analysis strategies to read and comprehend unfamiliar words and material.

**CAS C.** - Read familiar materials aloud with rhythm, flow, accuracy, and phrasing to convey meaning.

**CAS D.** - Exhibit engagement in reading by responding to text orally, in writing, or through the arts.

#### ***Related Stages Assessment Activities:***

*Stage Five:*      *Reading:* Letters, Sounds, Meaning, Context

*Stage Six:*        *Stories:* Cody, Mitchell, Meg, Adam, Ryan

*Stage Seven:*    *Making Stories*

*Making Words:* High Frequency, Rhyming

#### STATE GOAL 3:

WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

**CAS A.** - Produce documents and other written works that adhere to Standard English conventions.

**CAS B.** - Write with focus, coherence, and clarity.

**CAS C.** - Use stages of the writing process to develop short narrative, descriptive, expository, and persuasive texts that communicate in terms of audience, purpose, and context.

#### ***Related Stages Assessment Activities:***

*Stage Seven:*    *Making Words:* Copy, High Frequency, Rhyming

*Making Sentences:* Building, Spelling and Grammar, Writing

*Making Stories*

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<sup>1</sup> CPS = Chicago Public Schools.

<sup>2</sup> CAS = Chicago Academic Standard, © 1998 Chicago Board of Education. Source:  
<http://www.cps.k12.il.us/Instruction/> October 10, 2001.

**STATE GOAL 4:**

**LISTEN AND SPEAK {COMMUNICATE}<sup>3</sup> EFFECTIVELY IN A VARIETY OF SITUATIONS.**

**CAS A.** - Listen and respond appropriately to oral messages.

**CAS B.** - Use Standard English to communicate orally in a well-organized and coherent manner appropriate to purpose and audience.

**CAS C.** - Speak clearly and coherently in formal and informal settings.

***Related Stages Assessment Activities:***

*Stage Five: Problem Solving: Mystery Puzzles*

*Stage Seven: Making Stories*

**STATE GOAL 5:**

**USE THE LANGUAGE ARTS FOR INQUIRY AND RESEARCH TO ACQUIRE, ORGANIZE, ANALYZE, EVALUATE, AND COMMUNICATE INFORMATION.**

**CAS A.** - Conduct basic research using a variety of technological tools and research.

***Related Stages Assessment Activities:***

*Stage Seven: Making Stories.*

*Note: Although tools for research are not part of Stages, research information and results may be recorded at Stage Seven using standard or accessible, onscreen keyboard.*

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<sup>3</sup> Non-verbal learners may have the ability to listen, respond, and express ideas using the keyboard, on-screen keyboard and/or text-to-speech features.

## Grade 3 Mathematics State Goals and Related CAS

### STATE GOAL 6:

DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING BASIC ARITHMETIC OPERATIONS, NUMBER PATTERNS, RATIOS, AND PROPORTIONS.

**CAS A.** - Relate counting, grouping, and place-value concepts to whole numbers and simple decimals.

**CAS B.** - Add, subtract, multiply, and divide whole numbers and add and subtract simple decimals and fractions with accuracy using a variety of appropriate strategies (concrete objects, mental computation, and paper and pencil).

**CAS C.** - Solve one- and two-step problems using addition, subtraction, multiplication, and/or division of whole numbers with a variety of appropriate strategies such as estimation, mental computation, paper and pencil, and calculators.

**CAS D.** - Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).

**CAS E.** - Recognize and use properties of numbers and operations.

#### ***Related Stages Assessment Activities:***

*Stage Four:*      *Math Readiness:* Counting, Number ID

*Stage Five:*      *Problem Solving:* Number Guess

*Math:* Math Facts, Word Problems, Fractions, Charts and Graphs

*Stage Six:*      *Using Money:* Money Equivalents, Counting Money

### STATE GOAL 7:

ESTIMATE, MAKE, AND USE MEASUREMENTS OF OBJECTS, QUANTITIES, AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

**CAS A.** - Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.

**CAS B.** - Make reasonable estimates when measuring objects, distances, time, and temperature.

**CAS C.** - Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.

**CAS D.** - Identify coins and represent and use their value to answer questions involving sums of money.

#### ***Related Stages Assessment Activities:***

*Stage Five:*      *Math:* Geometry

*Stage Six:*      *Time:* Telling Time

*Money:* Money Names, Counting Money, Money Equivalents

**STATE GOAL 8:**

USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS, AND PREDICT RESULTS.

**CAS A.** - Recognize, describe, create, replicate, and extend a variety of patterns including attribute, number, and geometric patterns using manipulatives (e.g., blocks and shapes), diagrams, and symbols.

**CAS B.** - Use language, symbols ( $<$ ,  $>$ ,  $\div$ ,  $=$ ,  $-$ ,  $+$ , etc.), tables, and graphs to represent operations and relationships.

**CAS C.** - Model the concepts of variable, expression, equal, and unequal using concrete materials.

**CAS D.** - Create and solve problems involving simple number patterns by using words, symbols, drawings, and concrete objects.

***Related Stages Assessment Activities:***

*Stage Four: Math Readiness: Explore Patterns, Continue/Fill In Patterns, Create Patterns*

**STATE GOAL 9:**

USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE, AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES, AND SPACE.

**CAS A.** - Identify and describe various plane and solid shapes and figures (e.g., segment/line plane; circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular solid) by their attributes (e.g., number of edges, faces, bases, corners, dimensions).

**CAS B.** - Describe and give examples of geometric concepts that show relationships between and among figures including symmetry, congruence, size, and location.

***Related Stages Assessment Activities:***

*Stage Four: Math Readiness: Spatial Relationships  
Shapes: Shapes ID*

**STATE GOAL 10:**

COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS TO PREDICT RESULTS AND INTERPRET UNCERTAINTY AND CHANGE IN PRACTICAL APPLICATIONS.

**CAS A.** - Collect, organize, and display a set of data using pictures, tallies, tables, charts, lines, or bar graphs, noting patterns, relationships, and changes over time.

**CAS B.** - Formulate questions of interest; design surveys or experiments to answer the questions, gather data, explain how the data will answer the question, and communicate results.

**CAS C.** - Describe and use the concept of probability in relationship to likelihood and chance.

***Related Stages Assessment Activities:***

*Stage Five: Math: Charts and Graphs*